DOCUMENT RESUME

ED 129 808 SP 010 523

AUTHOR DiTosto, Evelyn
TITLE Professional Development Centers: "The Maryland Approach."
INSTITUTION Maryland State Dept. of Education, Baltimore. Div. of Certification and Accreditation.
PUB DATE 76
NOTE 73p.
AVAILABLE FROM Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240 (No price quoted)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Coordinators; Educational Research; *Inservice Programs; *Inservice Teacher Education; *Interinstitutional Cooperation; Performance Based Teacher Education; Professional Continuing Education; *Teacher Centers; Teacher Educators; Teacher Improvement; Teacher Programs; Teacher Role; *Teacher Workshops
IDENTIFIERS *Maryland; Montgomery County Maryland Public Schools; University of Maryland (College Park)

ABSTRACT

This monograph on the teacher center movement in the state of Maryland is divided into four sections: (1) The Center Concept and Center Research; (2) The Center Coordinator, Catalyst in Professional Development; (3) Professional Development through Inservice; and (4) The Center and its Make-Up. The first article traces the development of the teacher center movement in Maryland, a cooperative venture by the Maryland State Department of Education, the Montgomery County School System, and the University of Maryland at College Park, which began in 1964 and continues to the present. Research findings about center operations at the University of Maryland are reported in relation to the basic question of whether or not there are observable differences between teachers who participate in the centers and those who do not. The role of the teacher center coordinator is seen as one of a catalyst, motivating the educators in the center until all objectives are achieved. Inservice programs in one teacher education center involving a junior and senior high school are described, and principles concerning inservice education derived from the center's activities are identified. A model for the articulation and integration of personnel needs through collaborative efforts of several centers in the inservice program is also presented. Other articles discuss the ways various centers operate on an extension of the concept of management by objectives; a center is viewed from the vantage point of an educator assuming various positions in the center; and a representative year's program is detailed. The final article addresses four functions for a center and reflects upon the future of the teacher center movement. (MM)

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Professional Development Center

THE MARYLAND APPROACH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Maryland State Department of Education
Division of Certification and Accreditation
1976

PROFESSIONAL DEVELOPMENT CENTERS

"THE MARYLAND APPROACH"

MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. Box 8717
BALTIMORE WASHINGTON INTERNATIONAL AIRPORT
BALTIMORE, MARYLAND 21240

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Tell me where the center is,
Is there only one?
Does it rule the galaxy
Or, lie deep within the sun?

Should I track the circles
Of the endless swinging spheres
At last to find the center
Of days and nights and years?

Rather let me look within
To pages lumined gold
Let me gloss that inner text
For answers it will hold.

Now as I consider there
It is known to me
That when I with another share
A center comes to be.

And this is oh a signing,
A spinning shining sphere,
For the center is within us
When you and I are here.

Florence Fay Pritchard
April 1976

PREFACE

Toward A Partnership In Teacher Education, published in 1970 by the Maryland State Department of Education, was a first attempt to study, in depth, the teacher education center movement. The report also described the program which resulted in the establishment of teacher education centers in Maryland.

Since 1970, I have been involved with programs in the Maryland centers. During this time, I have been able to observe the outstanding contributions made by the coordinators, teachers, principals, public school administrators, college personnel, and State Department consultants in the various teacher education centers in the state. It is, in part, for this reason that this monograph has been prepared. Additionally, the National Institute of Education has supported the development of and promoted interest in teacher centers.

Although these centers in Maryland are teacher education centers, they are also teacher centers. Leaders in the teacher center movement cite that the primary purpose of teacher centers is to improve the instructional effectiveness of teachers. Further, as defined in Exploring Teacher Centers, "the Maryland approach" to centers achieves the teacher center concept.

This monograph, therefore, has been prepared to share with educators the professional and personnel development attained in these teacher education centers. The document is divided into four sections: The Center Concept and Center Research, The Center Coordinator Catalyst in Professional Development, Professional Development Through Inservice, and The Center and Its Make-Up.

The first article of the monograph by Herman Behling traces the development of the teacher education center movement in Maryland, beginning in 1964 as a cooperative venture by the Maryland State Department of Education, the Montgomery County Public School System, and the University of Maryland, College Park, and continuing to the present.

Judith Ruchkin and Henry Walbesser present research findings about center operations at the University of Maryland, College Park. The basic question underlying this study is whether or not there are observable differences between the

participants of these centers and those who did not participate.

The role of the teacher center coordinator, as viewed by Frank Lyman, is one that is capable of drawing upon the experiences while making sound educational decisions. Gwen Brooks sees the coordinator's role as one of a catalyst, motivating the educators in the center until all objectives have been achieved. Her article describes one program of action.

The article by Wave Starnes describes inservice programs in one teacher education center involving a junior and a senior high school. Principles concerning inservice education derived from the center are identified by Chandler Barbour. In Florence Pritchard's article, a model is described showing collaborative efforts of several centers in an inservice program to articulate and integrate personnel needs.

Center operations vary, and Dolores Harvey shows how her center functioned by Management by Objectives (MBO) as a logical extention of Teaching by Objectives (TBO) in a school system. A center is viewed by Frank Haynes, Carol Cross, Richard Rom, Ray Cook, and Howard Millman from the vantage point of their varying positions in a teacher education center. Lyman details a year's program that is representative of the mode of operation for his center. The monograph's final article by Jim Sacco addresses four functions of a center and reflects upon what the future holds for the center movement.

It is hoped that this monograph will impart to the reader the significance of teacher education centers, while at the same time, point to the need for expansion of the center concept for professional personnel development in Maryland.

Evelyn DiTosto
Consultant in Teacher Education

TABLE OF CONTENTS

PREFACE i

I THE TEACHER CENTER CONCEPT AND CENTER RESEARCH

The Teacher Center Concept 1
Herman E. Behling, Jr.

What Do Available Data Say About Centers in Maryland? 7
Judith Ruchkin and Henry Walbesser, Jr.

II THE CENTER COORDINATOR, CATALYST IN PROFESSIONAL DEVELOPMENT

The Teacher Center Coordinator as a Conscience Factor . . . 11
Frank Lyman

The Teacher Education Coordinator: Catalyst in Initiating and Improving Instruction. 14
Gwendolyn C. Brooks

How Do Coordinators See Their Roles 18
Evelyn DiTosto

III PROFESSIONAL DEVELOPMENT THROUGH INSERVICE

Inservice Courses: Designed for Teacher Input 23
Waveline Starnes

Field Initiated and Designed Inservice Programs 26
Chandler Barbour

Developing A Competency Link Between Pre and Inservice Activities in a Maryland Model Teacher Education Center 30
Florence Fay Pritchard

IV THE CENTER AND ITS MAKE-UP

Developing a Center on Target Using MBO 38
Dolores Harvey

Teacher Education Centers - Breaking Down the Walls 42
Haynes, Cross, Rom, Cook and Millman

Teacher Education Center, A Year-End Report 47
Frank Lyman

Partnership with Teachers in a Teacher Education Center . . 57
James Sacco

THE CENTER CONCEPT

AND

CENTER RESEARCH

THE TEACHER EDUCATION CENTER CONCEPT

BY

HERMAN E. BEHLING, JR.

The Beginning

Attempting to describe the development of teacher education centers in Maryland is not an easy task, since there are different opinions about what a center is. Centers are of many different designs, and the forces which brought them about came from different origins although they arose at about the same time.

In 1964, a number of teacher educators in the colleges and the State Department were interested in working together to develop ways of improving teacher preparation. The State Supervisor of Teacher Education in the Maryland State Department of Education formed a special task force representing eight institutions concerned with teacher education. These members represented the public schools and the private and public colleges and universities in the state. The initial discussions related to the broad field of teacher education, but, in time, these deliberations focused their attention on the professional laboratory experience of teacher preparation. The committee of eight began to formulate certain concepts from which eventually evolved the establishment of the first teacher education center.

At about the same time, a number of college faculty were also organizing to study better ways of preparing teachers and to develop more effective methods for improving professional laboratory experiences. These groups were especially obvious at the University of Maryland, College Park, and later at Towson State College. Under the leadership of the Associate Dean of the University of Maryland, College Park, and his colleagues, another phase of the movement necessary for the eventual implementation of the teacher education center was gathering momentum.

These groups were not only exploring possible vehicles for the implementation of the new program in professional laboratory experiences but also experimenting with some traditional concepts about staffing and funding. The various groups began to develop

the concept of the teacher education center coordinator who would become the guiding force in implementing the concepts devised by these study groups. In an attempt to overcome many of the criticisms of the traditional roles of college supervisors who spend much of their time travelling from school to school, the concept of a center-based coordinator emerged. The teacher educators planned the program of the center to focus on the need for better cooperation between the colleges and the school systems.

A third group also interested in improving teacher education was the team at the U.S. Office of Education which desired to fund programs leading to more effective teacher preparation and field experiences. The State Supervisor of Teacher Education contacted the U.S. Office of Education and learned that Florida, Michigan, South Carolina, Utah, Washington, and West Virginia were also interested in developing innovative approaches to teacher preparation. The exchange of the ideas which resulted from these meetings was useful in the development of the teacher education center movement, especially apparent in the West Virginia and Michigan proposals. Michigan was interested in developing a "Living-Learning Center," and West Virginia developed the now famous Multi-Institutional Teacher Education Center (MITEC).

The Multi-State Teacher Education Project (M-STEP) program was approved by the U.S. Office of Education in March 1966, and the State Supervisor of Teacher Education assisted the University of Maryland and the Montgomery County Public School System in establishing a jointly funded center at Kemp Mill Elementary School. This center was approved by the Montgomery County Board of Education in May 1966.

At about the same time, the Coordinator of the Office of Laboratory Experiences was exploring with university administration and faculty and school system personnel the possibility of establishing other teacher education centers which were subsequently implemented in the District of Columbia, the Prince George's County Public School System, the Howard County School System, the Baltimore City Public Schools, and the Anne Arundel County Public Schools. All of these centers provided a full-time person with experience in teacher education who was qualified to work in the public schools. Thus, the role of the teacher education center coordinator emerged.

The Teacher Education Center Concept

These cooperative programs defined a teacher education center as "a cluster of two or three contiguous elementary schools or one or two junior high schools (or middle schools) and a senior high school" designed to achieve the following objectives:

- To design, implement, and evaluate cooperatively model teacher education programs

- To integrate theory with practice, the on-campus with the off-campus, and the pre-service with the inservice

- To articulate the theoretical teacher education faculty (college) with the clinical teacher education faculty (school) in such a way that they could work together in teams at the same time, in the same place, and on common instruction and supervisory problems

- To bring together pre-service and inservice teacher education into one continuing program

- To individualize professional development--for the pre-professional as well as the practicing professionals

- To provide a focus for (1) studying teaching and supervision, (2) training pre-service and inservice professionals, (3) integrating theory and practice, (4) planning and conducting research, and (5) designing and field texting model programs

- To develop a corps of "associates in teacher education"

- To analyze objectively and systematically what goes on in the classroom and to develop specific goal-oriented strategies for teaching and supervision

The American Association of Colleges for Teacher Education's Distinguished Achievement Aware was given to the Maryland and West Virginia teacher education center programs, in 1968 and 1970 respectively, for their contributions to the development of the teacher education center concept.

Project Mission

Also, in the mid-sixties, the forces which would result in a program called "Project Mission" were gathering momentum. In cooperation with the Baltimore City Public Schools, this experimental program was jointly operated by three institutions of higher learning: Coppin State College, Morgan State College, and Towson State College. With funds from the Ford Foundation, an active program of field experiences was fully implemented in 1965. Although some educators have not called this program a center activity, others have felt that this approach to the preparation of teachers for inner-city schools was unique and effective. The program provided for interns who were required to participate in a rigorous schedule whereby they were on duty from 8:15 a.m. until 5:00 p.m. each day, including Saturday. The program of study began in the middle of August and continued until the closing of the public school year, usually around the middle of June.

The program also provided for "externs." These people had graduated from the Project Mission internship program and were employed by the Baltimore City Public Schools. During their first two years of employment, they continued to be supervised and advised by the Project Mission staff. This approach to phasing people into professional responsibilities was found to be very successful. The Project Mission program was especially effective in moving college personnel into the public schools, for all college classes, including those in the academic disciplines, were conducted in inner-city schools. This approach to instruction provided an effective means for relating theory to practice.

The Self-Contained Center

About two years after the implementation of the first teacher education center program which had a full-time, field-based coordinator jointly funded by a college and a school system, a "self-contained center" was established by Towson State College. This approach had as its distinguishing characteristic the concept of combining methods courses with the student teaching experience. In these centers, the faculty worked full time with a group of students by teaching various methods courses and supervising field experiences on an integrated basis.

Some Commonalities

The rise of the teacher education center was brought about by various needs which were being addressed in different ways by different centers; however, there are certain similarities to the needs identified and the approaches being implemented:

The need to prepare supervising teachers to work with student teachers was addressed by each of these programs in different ways.

The need to form a closer partnership between college and public school personnel was addressed by the partnership formed in each approach to the center.

Even today, students in teacher education programs sometimes accuse college faculty of being too remote and too impractical. Students are also interested in working with college faculty who have recent experience with children and whose courses are geared to the real world of the teacher. Since more college faculty members are working in the public schools today than ever before, this is more likely.

Improved supervisory services were also accomplished through these teacher education centers. Supervisors spent more time with their students and less time traveling to the schools. Also, such continuous supervision reduced the likelihood of supervisors' "surprise visits."

It is generally recognized, however, that a program which provided both pre-service and inservice help would be desirable. In each case, centers tended to focus on the pre-service level and, consequently, became less effective in relating to the real inservice needs of teachers. Too often these inservice programs presented merely fragmented opportunities for teacher development. Therefore, the inservice program must be better organized, more carefully designed, and more effectively implemented.

The teacher education center movement in Maryland has been very active during the past decade to provide a significant program for the improvement of teacher preparation. However, it is no panacea; it is only a vehicle to integrate theory and practice effectively. Those who have participated actively in this movement remain enthusiastic about its potential and its contribution. The inability of this movement to gain widespread support among top level administrators and fiscal managers is still a major problem. Nevertheless, in the opinion of this

writer, the teacher education center movement in Maryland has been the most exciting innovation to appear in teacher education in the last 25 years.

Dr. Herman E. Behling, Jr. is the Administrator of Higher Education, Teacher Education, and Certification, in the Maryland State Department of Education.

WHAT DO AVAILABLE DATA SAY ABOUT CENTERS IN MARYLAND?

By

Judith P. Ruchkin

&

Henry H. Walbesser, Jr.

Teacher centers are alive, well, and growing throughout the country. The reports of those starting to plan, govern, and expand center programs are noticeably represented in the annual meetings of the American Association of Colleges for Teacher Education, the Association of Teacher Educators, and the American Educational Research Association. Data about the centers tend to be sparse but empirical support for these school-college partnerships is beginning to emerge.

It is particularly fitting that the College of Education, University of Maryland, College Park, which in 1968 was honored by receiving AACTE's Distinguished Achievement Award, would also pioneer in presenting research findings about center operations. "The Seven-School System--University of Maryland Teacher Education Center Self-Study" recently completed, offers some hard data about the center program.

The self-study was undertaken as an internal exercise of joint professional responsibility, rather than the currently common, externally mandated requirement confronted by educators in other states. The sponsors' intent was to derive a systematic and detailed description of center practices to serve as a basis for mutually designed program adjustment and further inquiry. However, it is possible to use the findings of the self-study as a "report card" on these particular centers, indicating their worth to the statewide educational enterprise.

The basic question underlying the study is whether or not there are observable differences between centers and noncenters and, if so, what distinguishes these two arrangements. There are specific observable differences between centers and noncenters and, if so, what distinguishes these two arrangements.

and inservice personnel there appears to be more program, greater number and variety of exposures to training practices and instructional experiences in centers than in noncenters.

It is well to note that the study addressed both externally observable experiences and internally felt concerns. Most supervisory and concern components tend to be the same, regardless of situation, level, school system, or individual center sites. However, a majority of the experiences' items does distinguish among various audiences. There are significant differences in observation, teaching and related preparation, and inservice options reported. Significant differences were obtained for the number of preservice experience clusters, instructional strategies materials preparation, and utilization of complete observation and review process cycle. All seven dimensions above favored centers as compared to noncenters. There were 12 dimensions on which centers and noncenters could conceivably differ. The majority of these did reveal significant differences favoring the centers. The remaining five reveal no significant differences between the two training situations. This also means that there are no dimensions on which the noncenters outperform the centers.

What Does This Tell Us?

Learners benefit from the centers, both directly and indirectly. Pupils have contact with more fully trained new personnel. They also gain from experienced staff who continue their learning through the centers. Center educational personnel, teachers, counselors, administrators, and the like participate in a fuller, more comprehensive, continuous professional development program.

In the centers there is greater access to new knowledge about teaching and learning through the seminars, other exchanges with educators, and a variety of formal inservice courses. In addition, by working with students preparing to be teachers, experienced, classroom teachers have many more opportunities for applying newly-acquired skills and methods, such as small group instruction, strategies for inquiry, team teaching, video taping, use of instructional objectives and verbal interaction analysis, among others. Sharing current instructional concerns with colleague supervisory personnel, and university faculty occurs significantly more in the centers than in other school settings.

However, levels of professional concerns for the students, the role of teacher, and the work situation are similar, regardless of the situation. Concern for students increases as

individuals proceed through the professional education sequence. A most interesting find is that elementary student teachers reveal higher pupil concerns than secondary trainees, and elementary teachers also exceed their secondary counterparts in pupil concerns. By contrast, secondary conferences are reported by both students and cooperating teachers as significantly more participatory than elementary ones. There is significantly more spontaneous, conferee initiated participation in secondary conferences than is found in the elementary setting.

What has been undertaken as the first phase of a systematic inquiry can also be read as a "report card" on the 14 centers, sponsored by seven area school systems and the University of Maryland, College Park. This mid-term report affirms the prospects for centers and provides encouraging information to those who wish to engage in partnership efforts in the professional development of educators.

Dr. Judith Ruchkin is Assistant Professor, Secondary Education, University of Maryland, College Park.

Dr. Henry H. Walbesser, Jr. is Associate Professor of Education, University of Maryland, Baltimore County.

THE CENTER COORDINATOR

CATALYST IN

PROFESSIONAL DEVELOPMENT

THE TEACHER EDUCATION CENTER COORDINATOR AS A CONSCIENCE FACTOR

By

Frank Lyman

The key in-service objective for a teacher education center is the improvement of educational decision making. The following view of the center coordinator's role is based upon the idea that poor decision making is often the result of forgetting and/or rationalizing rather than of not knowing. In this view the center coordinator acts as a conscience by reminding educators of what they already know and by encouraging them to examine priorities. Whereas, the coordinator also facilitates the acquisition of new knowledge and skill, this can be of secondary importance to the effect of activated memory and conscience among center participants. Both inservice and preservice areas provide illustration of this conscience factor dimension of the coordinator's role.

INSERVICE

A common decision made in the public schools is to teach skills separately from their application to subject matter. This decision is defended by asserting that the schools' job is to teach the basics or that the emphasis on standardized test scores precludes spending time on creative activities. In Howard County Elementary Teacher Education Centers, coordinators have reminded teachers that basic skills sometimes can be taught and applied concurrently. The word "reminded" is appropriate in that it would be presumptuous of the coordinators to assume that the teachers are not aware of this possibility. Many techniques for allowing for skill application have been used by the teachers. In fact, the teachers have learned these techniques mainly from each other. The coordinators' role is to clarify this issue, and maintain its presence in the consciousness of the teachers. By reminding teachers that a middle path exists in the "skills vs. creativity" conflict, the coordinators were also able to lessen the teachers' need to rationalize an extreme position. Once reminded of their options and freed to reexamine their priorities, the teachers would be more likely to make a "fresh" educational decision regarding the teaching of skills. In the last two years, teachers from ten Howard County elementary schools have chosen both "creativity blended with skills" as their main interest for a course offering. Several classes and inservice activities reflect a decision to increase the pupils' application of skills to the subject matter.

The coordinator's inservice role regarding the preservice program is to inspire the best supervisory techniques among the cooperating teachers. To the extent that these techniques do not exist, it might be inferred that the cooperating teachers lack either the training and/or experience. However, some teachers who have taken supervisory courses and who have supervised several student teachers still do not demonstrate effective supervisory skills. Since several of these teachers are effective professionals otherwise, the causes of their ineffectiveness as supervisors would seem to be memory or a low priority placed on supervision. Since this is the source of the problem, the coordinator's role is to remind these teachers of their responsibilities and to insure their taking them seriously. To accomplish this effectively, the coordinator must act as a catalyst so that teachers can remind each other of these techniques and serve as a model to the others. The coordinator also must be a model of an effective and responsible supervisor.

The Howard County/University of Maryland centers provided a course for 60 teachers in the analyzing of teaching competencies. Much of the course content was not new to many of the participating teachers. Despite their previous awareness of the techniques and responsibilities, however, during the course a majority of the teachers developed more awareness regarding the supervision of student teachers as well as the analysis of their own teaching. As important as any other factor in this improvement was the weekly opportunity to focus on the task of modifying teaching behavior. New techniques, new commitment to old techniques, and a heightened conscientiousness were the outcomes for a majority of the participants.

PRESERVICE

Student teachers become teachers and are then influenced by their teaching environment. The center coordinator's role is to insulate these students in advance against some of the deprofessionalizing, demoralizing aspects of the future environment. The coordinator performs this insulating function by facilitating indelible learning experiences for the student teachers and by being a person that they respect. The indelible experiences will help maintain key teaching concepts and values in the teachers' memory, and the respect they have for the coordinator will maintain the coordinator's ideas and attitudes as part of their conscience. A center coordinator should be more concerned with the student teachers' future educational decision making than with the student teaching. This can be

done by building their conscience about teaching. Whether Howard County coordinators have been successful in being a conscience factor in advance could be the subject for some research, but many graduates will attest that they have been.

The coordinator of a teacher education center is in an advantageous position to be the kind of intellectual, motivational "tease" that will move teachers to make improved educational decisions. The conscience factor is hidden when all the quantitative statistics are reported, but it well may be the factor most important toward the improvement of present and future instruction in the public schools. A teacher education center can be an ideal arrangement for the intensification of this conscience factor.

Frank Lyman is a teacher education center coordinator in the Southern Teacher Education Center in Howard County Public Schools and with the University of Maryland College Park.

THE TEACHER EDUCATION COORDINATOR: CATALYST IN INITIATING AND IMPROVING INSTRUCTION

By

Gwendolyn C. Brooks

The Teacher Education Coordinator acts as a catalyst in initiating and improving the instruction of student teachers and inservice teachers assigned to the Teacher Education Center. Working with the high school administration and the faculty, the Coordinator identifies the goals and objectives for the Center. Once this has been done, the Coordinator assumes the role of the catalyst and structures the process that will speed up the time in which the goals are accomplished. The process must be such that the Coordinator motivates the faculty until all of the objectives have been achieved.

My first step as Coordinator of a Center was to structure a program of action that would arouse faculty members, include college students, and involve community resource people in the development of better instruction for all students and teachers. In view of the goals and comments made by teachers and administrators and because faculty members are most readily aroused in professional faculty meetings, this Coordinator elected to use a series of such meetings as the educational forum for dealing with these objectives. Professional meetings were most suitable because historically they are where new approaches to teaching are presented, where agenda items are included because they serve to train and retrain teachers, and where each department can make a presentation.

For this particular training period it was decided that meetings would be one and one-half hours in length with two or three departments reporting at each of these meetings, that each department would make a 20 minute presentation, prepare a displa designed to inform the faculty of the objectives and procedures of that department, and answer some or all of this set of questions.

1. What is the department's philosophy?

2. How does the information presented at this meeting assist the faculty in becoming familiar with the entire school program?

3. What activities being pursued by your department can be alligned with the department activities described today?

4. What parts of the presentation would be of special significance to students living in a large city?

5. What evidences of career preparation for high school students were inherent in today's presentation?

6. What phase of the subject matter do you envision being enriched by a club?

7. What additional training and/or services could these departments offer?

8. From this presentation, were there any evidences of how students are being prepared for work study, part-time employment, and/or volunteer community work?

9. From this presentation, what provisions are being made to assist teacher education students, student teachers, and new teachers?

The second step in the program of action involved college students as field experience participants, classroom observers, and student teachers. College students made interesting comments about the supervising teachers. For example many students observed that supervising teachers are recognized as excellent teachers of children but not as competent instructors in teacher education. Because this observation recurred so frequently, this Coordinator immediately began planning for an inservice workshop geared toward developing competence in teacher education in providing professional laboratory experiences-

The third step in initiating instruction involved community resource people. One case in point occurred during the time that a model of the metro subway car was on display in the school lobby. A transit company public relations representative showed slides and talked to school groups. His remarks, which included the subway route and the impact it could have on the community, opened the way for the Coordinator to urge teachers to use the metro brochures, charts, and graphs as springborads to make students aware of the ways they could be constantly involved in urban affairs. Although this might be considered an assumed activity, encouragement by another person was effective for teacher response.

Further training and retraining for teachers were offered in ten one and one-half hour sessions in a professional study activities workshop entitled: New Approaches to Teaching in Urban Secondary Schools. Four of the objectives were:

1. To increase the professional competence of teachers

2. To provide models to be used by teachers to develop urban-oriented units of work and study programs

3. To identify areas in the subject matter being taught where the urban approach will be of added value

4. To compile ways of tying together the activities, staffs, and students of an urban high school, an urban college, and urban-based government agencies.

The two opening workshops were devoted to the characteristics of an urban center, urban communities, and high school populations. Each session was led by a qualified person with notes supplemented by visual aids, materials, bibliographical references, and local resources.

Another catalyst took the form of a new curriculum put together by the Coordinator from suggestions made by the faculty and student body. The curriculum includes the 18 units necessary for high school graduation, uses established course titles, and has course descriptions which include the urban emphasis requested by participating students and teachers. For example:

Grade 10 -- English II: English in Action in the Urban Community

Description: Unit areas will include grammar, spelling, usage vocabulary, surveys, and interview techniques and work with community people, with one aim being to develop a sense of responsibility for helping to solve community problems.

Grade 11 -- General Mathematics III: Urban Finance

Description: Urban Finance will include lessons geared to improve skills in the basic mathematical processes and extend this knowledge into working with budgets, loans, small business finance, taxes, insurance, food stamps, and medicare.

Grade 12-- Music Employment in Ruban Areas

Description: Instruction will be provided to prepare students to work as disc jockeys, instructors in music stores, and music store owners.

The Coordinator learned from discussions and meetings with teachers that school supplies were low. This Coordinator immediately submitted a proposal for a special purpose grant to increase the amount of print and nonprint materials available in the school. A resource Center was established and located on the first floor of the high school. Now this Center houses a wide variety of the newest materials available to assist teachers in performing their classroom duties.

These are just a few of the ways one Teacher Education Coordinator has served as a catalyst in initiating and improving instruction.

Gwendolyn C. Brooks is a Teacher Education Center Coordinator at Forest Park High School, Baltimore City Public Schools.

HOW DO COORDINATORS SEE THEIR ROLES?

By

Evelyn DiTosto*

A number of coordinators of teacher education centers and former coordinators were asked to respond to several questions in relationship to their roles in the teacher education centers. The following article focuses upon their perceptions.

The Liaison Person -- (The link between school systems and college/university)

One coordinator expressed the feeling that his relationship in a center was one of a *guest*, since he was a full-time employee of the college and not of the public school system. From this point of view, he felt that the work of the coordinator should stress public relations and open communication.

Another saw the role as developing good personal relationships with campus teachers and supervising teachers. He emphasized the need of helping the student teacher to develop teaching skills devised from those found in theory classes. He added that the role was *to cause rapid fermentation of both viewpoints to bring about the project brew.*

To another the liaison responsibility was seen as one of the most exciting dimensions of the coordinator's role. To her, there was the challenge of creating a feeling of *community* between persons within both institutions; that is, the public school and the college. Bringing about reality testing was found to be critical in the link between practitioners and theorists.

Another point of view was perceiving the role as one of articulating activities and dialogue of the university and public school systems. A coordinator's role was looked upon as one to present the views, philosophy of each of the constituents to the other and usually at their home *field.* For the coordinator it meant entailing a great deal of knowledge, tact, patience, and sensitivity to develop cooperative articulation between the parties.

Considerable time should be spent with each group and active involvement of a variety of activities was important to another. Thus, visibility was noted to be a key factor.

The liaison position was found to be the promotion of active interests of cooperating teachers in professional teacher activities on the National, State, and local levels. In addition, all the elements of a program in a teacher education center must be undertaken by a coordinator and provide a linkage between and among all participants.

The Manager -- (coordination of assignments and activities in the centers)

According to one coordinator the teacher education center concept is steeped strongly in the notion of an individualized student teaching program. Thus, significant for the coordinator is the task of identifying strengths, weaknesses, and experiences of the student teacher and planning an individualized program for the prospective teacher. Then the match of a student teacher and thecooperating teacher is made weighing all the variables necessary.

Setting up observations and situations for the student teachers was emphasized by one coordinator as important in providing the opportunity of a variety of teaching styles.

To another it was found to be significant to identify the right teachers who possess the right qualities conducive to an effective student teaching program. This meant, for the coordinator, devoting much time with principals, center teachers, and student teachers to ensure a *good match* for center teachers and student teachers.

One coordinator stressed the importance of orientation programs for all parties involved in the center arrangement.

Affecting awareness and practice of personal decision-making power was as primary emphasis by another coordinator. Therefore, the elements of decision-making needs to be provided in the teacher education program.

The Teacher -- (bridging theory and practice)

There was agreement of all coordinators that the seminar image of *bull sessions* would not prevail. Student teaching seminars are an integral part of the teaching methods and relate theory to practice. Seminars were often held bi-weekly and treated the discussion of major topics of a practical nature, theoretical and philosophical, and of personal/ professional development.

Seminars were organized giving significance to the student teacher's ability to evaluate his/her self relative to performance. In addition, the seminars focused upon teaching skills,

e.g., questioning, inquiry, etc., in microteaching experiences. Study of classroom observation systems added to skills needed in the analysis of the teaching act.

Common among coordinators was the active involvement of center principals, teachers, other public school personnel, and college professors in the theoretical and practical seminars. The seminars provided the opportunity of synthesizing it all and melding theory and practice.

The Supervisor -- (shaping teacher behavior for the improvement of classroom instruction)

In the estimation of one coordinator, supervision is a trust building situation which can be developed by many casual short visitations kept at a low key. Change in behavior was felt to occur as a result of mutual respect, trust, and dedication to the task.

For several coordinators the contact, direction, and guidance given to the cooperating teachers was felt to be the *backbone* of the supervisory process. The responsibility for evaluating the student teachers was shared by principals, center teachers, and student teachers themselves and was found to be very important to the program. Another coordinator emphasized that the underlying thread throughout any student teaching experience was one of developing self-evaluation on the part of the student teacher. To accomplish this it was felt that a cooperative effort of the cooperating teacher and coordinator was necessary to facilitate the process of self-evaluation.

In sum, coordinators felt that the power of supervision facilitated the growth process in the prospective teacher. *Supervision remains the crux of a practicum experience.*

Program Developer -- (building upon the interest and needs of personnel)

For the most part in most centers inservice in a pre and inservice center permeates everything a coordinator does. One center coordinator cleverly expressed that inservice work was developed very often through the *back door* while another felt that it occurred in many subtle ways. However, a majority of the coordinators built inservice work upon the needs and interests of the teachers and school systems.

Some coordinators conducted systematic needs assessments of staff to provide workshops, courses, and experiences. The range of workshops and courses dealt with reading and math skills, learning disabilities, behavioral modification techniques,

supervision of student teachers, individualization skills for teaching, analysis of the teaching process, etc. In addition, cooperating teachers were involved in teaching before the television cameras, in conferencing skills development, professional experiences in teacher education, and numerous other interaction activities beneficial to personal and professional development.

Coordinators agreed that every attempt was made to provide as many experiences as possible for all people in centers. The collaborative arrangement in a center makes this possible. The inservice programs was felt to be *...ongoing continuous learning through the problem solving process.... This was inherent in teacher education centers.*

*The contributors for this article by Dr. DiTosto are present and former teacher education center coordinators.

Ms. Anne Vollers Bianchi, St. John's Lane Elementary School, Howard County, Maryland

Dr. Peter Bielski, Prince George's County Public Schools, Upper Marlboro, Maryland

Mr. Charles Dornburg, Wheaton High School, Wheaton, Maryland

Dr. Edward Holmes, Towson State College, Baltimore, Maryland

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PROFESSIONAL DEVELOPMENT

THROUGH INSERVICE

INSERVICE COURSES: DESIGNED FOR TEACHER INPUT

By

Wave Starnes

Students have been demanding more voice in their education during the last decade. Teachers have responded, albeit sometimes reluctantly, by asking student opinions before and after a teaching unit, by making provisions for options, and by Herculean efforts to make courses relevant to the daily lives of their students.

It isn't surprising, then, that teachers have begun to protest strongly when, as students of inservice education courses, they are not consulted about the content and format being presented to them. A statement on inservice education on teacher centers from the NEA Journal (Fall 1973) stated:

> *Classroom teachers are voicing their increasing disenchantment with "Mickey Mouse professional days" and other haphazard, often didactic and patronizing approaches to what now passes for inservice professional development programs in all too many school districts... such programs are often planned unilaterally by central administrative staff for an entire school system without teacher participation in planning...Too many consultants...are theoreticians--"paper educators" who are often out of touch with unique local conductions in the real world of a particular school today...A manifest lack of individualized instruction, therefore, can be said to characterize most inservice programs which, as they are presently conceived, can in no way meet the individual requirements for each teacher for professional growth.*

A teacher education center with its collaborative design provides a unique setting for developing an inservice curriculum with meaningful faculty input. The coordinator of a center, a representative of both the school system and the university is based in the school; the classroom teacher, professors who serve as resource or liaison personnel, are indirectly based in a teacher education center. Student teachers with new ideas and practices are the catalysts, and the students, themselves, add to the collaborative learning environment.

The Springbrook/Key Teacher Education Center, a junior and senior high school, has attempted to provide an inservice program which meshes contributions from both the Montgomery County Public Schools and the University of Maryland, College Park, to affect teacher-perceived needs. In these secondary schools, the center of activity is the department. Each subject area resource teacher is asked to consult his department head concerning his needs and priorities for a year's program. Often an interdisciplinary team, or a small group of teachers, is asked to respond to a survey of teachers' attitudes. A tentative program is then mapped out for the year.

The preceding step is only preliminary. The second more difficult task is providing the training that is requested. More often it has been possible to fulfill this request in after school courses. The faculty and staff rated these inservice programs at the center as excellent. Perhaps this is a direct result of this second step.

Once the needs are identified, potential county and university consultants are considered. Selection is made on the basis of availability, funding, and needs. All training sessions are preceded by a planning session between the consultant and the participants to outline the training program and to prepare the materials necessary for the sessions. Though planning is minimal, the contribution to the success of the program is immeasurable.

Francis Scott Key Junior High School identified reading as a priority in 1972. The English and social studies departments asked for assistance to understand the role of a secondary teacher in the teaching of reading skills. A year-long program was developed using the resources of the county reading supervisor and teacher specialist, the University's Reading Center, as well as an outside consultant. As a result of the State-mandated reading requirements of secondary teachers, the Center offered two reading courses in 1973-1974. However, the desire for a chance in change in reading instructions existed within the Center befor the State law. After using the Aschner-Gallagher Observation Scale, several teachers in the English Department of Springbrook High School were interested in learning to ask better questions. They felt the need for training in this teaching skill. The County provided two minicourses for those who had the time for a two-hour course. Instead, everyone in the English department participated in two half-day training sessions taught by the consultant in English Education at the University.

Additional inservice programs at the Teacher Education Center are related to the following topics:

Interdisciplinary Planning and Team Teaching
Individualizing in Foreign Language
Inductive Methods in Social Studies
Learning Centers
Outdoor and Environmental Education
Problem Solving Skills
Value-clarification Techniques
Adjusting Curriculum for Slow Learners
Career Education
Individualizing the Teaching of Grammer
Supervisory Skills for Supervisory Teachers
Evaluating Compositions and Integrating Writing Skills into English Curriculum
Metric Education
Using Self-Pacing Materials and Math Labs
Writing Performance Objectives and Assessment Tasks

What does all this have to do with the teacher education center? Should not inservice programs be directly related to working with student teachers? If a center is a place where teachers learn current teaching practices and develop the skills leading to inquiry and self-analysis, then the center will foster professional development. When this varied educational experience is a response to teacher needs, as was done at the Springbrook/Key Teacher Education Center, it is bound to have a greater impact. Student teachers are much more likely, therefore, to find a richer laboratory for learning in the Teacher Education Center. More significantly, the learners profit more from this professionally stimulating setting.

Wave Starnes, Specialist in Career Programs in Montgomery County Public Schools, was a former teacher education center coordinator in Montgomery County in conjunction with the University of Maryland, College Park.

FIELD INITIATED AND DESIGNED INSERVICE PROGRAMS

By

Chandler Barbour

Inservice education is a necessary and desirable feature of any school program since educators have long held that professional growth is never completed. Inservice for the personnel of the Teacher Education Center is particularly essential and must be geared in such a way that it complements the structure, substance, and process of a center. Essentially this means that the inservice program has greater promise when it emanates from the people who are closely associated with the cooperative venture. By its situation and mission in developing teachers, center personnel are in a unique position to examine a center's inservice needs and explore ways of resolving this.

Even though intentions are invariably altruistic and sincere, inservice education is not always well organized or well coordinated. Administrators and central office personnel often make decisions without consulting school teachers or even surveying their interests. In response to this, the teachers become acquiescent and make charges of irrelevance. In either case, the development of skills is lost.

Not that teachers by themselves can always know the needs of a staff or an entire school program and organize a suitable inservice program. This would be a sentimental approach to school problems and could result in truncated and faculty decisions. Rather, a careful consideration of topics and needs by designated school personnel could develop on an ongoing program of inservice. These are often unique to each school center with its peculiar needs. This will change as the center focus changes. (Needs can be identified if problems of the teachers and administrators at the center are reviewed.) As teachers look at the process of teacher development they will decide where they need to make changes. This becomes field initiated inservice.

Surely coordinators and administrators can supply the evaluation of how the teacher group is positioned on a continuum of professional achievement. However, it seems wiser to have teachers compare their performance to selected goals in teacher education programs. Prescriptions can come also from outside; however, the teacher will need to link the problems of his performance before reading any conclusions. Teachers as a group, must discern

where they are along the continuum, what fits, and what is useful. Self-planning gives impetus to the inservice sessions.

Illustration:

A group of teachers in a center opted to use the entire staff as a steering committee for considering inservice and administrative matters. After a semester's work, groups of teachers for the center did not detect problems in their inservice programs until their coordinator showed them. The problem was hierarchies of thinking levels for children and their associated questions. This situation was further clarified when the student teaching group in that center was involved in developing questioning strategies in the classrooms.

Teachers knew there was something new that the student teachers were getting, something that they did not have, and they knew that student teachers were utilizing things they could not evaluate easily. Therefore, during the succeeding months, in informal conferences and in staff meetings, the need became apparent to most teachers. In their discussions, the coordinator and the teachers, now understood the need clearly. They discussed how to meet this need. They looked for an alternative plan and came up with the idea of a mini course on thought levels and questioning as an inservice program. Unanimous. The workshop was productive because the idea was accepted unanimously by the staff.

Of course, this also reinforced the basic concepts of the center--the continuous growth and the capability of leaders within a center to deliver resources and instruction for all persons concerned. It is crucial for the coordinator of inservice programs to be skilled in managing personnel. Obviously, there was a propitious time to consider inservice, and this time was selected skillfully.

Another situation involved a sequential inservice program for a center. The formula was to be administered to a particular setting. A list of courses analyzing teaching was prescribed for a one and one-half year study. The first semester developed well, for teachers were commited to the center concept. This was a case of complying to administrative know-how. The problems developed when follow-up courses were offered. The number of dropouts was so high that one year later most teachers had found other courses.

This situation could have been rescued by a skillful coordinator. The lack of relevance was obvious and teachers were dissatisfied with the program.

The principle emphasized by field initiated inservice programs is that people can, under the right circumstances, develop programs which are best for them. This is based on the philosophy that the learner can handle his problems better when he detects them, himself. Basically, this is the basis for field initiated inservice. Ideas are provided by the coordinators through "guided discovery," a successful strategy utilized in working with groups on teacher education.

Some Principles:

The following are principles to keep in mind concerning inservice education that is field initiated:

- Communication within the center should be improved to allow for a free exchange of ideas. Time has to be allotted and people need to schedule themselves to do this. Strive to promote awareness of the range in competence on the part of TEC personnel.

- Responsibility for self-evaluation should rest with the teachers, not the coordinator.

- Groups should be encouraged to consider the necessary skills. People will make their own conclusions. Urge teachers to answer their immediate needs and to become involved in long range plans. Encourage statements like, "We need some training on..." to develop leadership.

- Monitor inservice opportunities and resources carefully enough to determine immediately where the needs are.

- Maintain follow-through on inservice and support for the teachers who have started something new.

All of the above are facilitating factors which should result in a positive view of inservice work. The rest of the battle is making the inservice offering useful so that people go away with a sense of accomplishing. It is assumed that a creative, versatile coordinator from the center will work with this situation. In Maryland there are many available astute practitioners.

Many of the inservice centers in Maryland are skillfully managed. But are there enough inservice centers? Do the coordinators provide guidance? If not, then there are other problems that inservice programs will not satisfy.

Dr. Chandler Barbour is Director of Laboratory Experiences, Towson State College, Baltimore.

DEVELOPING A COMPETENCY LINK BETWEEN PRE AND INSERVICE ACTIVITIES IN A MARYLAND MODEL TEACHER EDUCATION CENTER

BY

Florence Fay Pritchard

"New relationships between professors and teachers have developed from school-college partnerships in preservice education. In many situations there have been incidental benefits for inservice teachers; they have learned better how to perform their own tasks as they have grappled with helping the prospective teacher."[1]

This remark by Roy Edelfelt nicely serves to encapsulate both the objectives and subsequent history of teacher education centers in the State of Maryland. Broadly, centers in Maryland were instituted as partnerships between teacher training institutions and public school systems for the purpose of providing field experiences for student teachers. In return for this, cooperating schools and teachers have received consultant assistance in program development and inservice course work. "Benefits" derived from these arrangements have, however, too often been as Edelfelt suggests "incidental"--or perhaps more euphemistically, "serendipitous." For, it has been hoped that as cooperating teachers work with preservice students they will become better teachers themselves. It has been surmised that coursework and program development made possible in centers will have direct impact on classroom instruction evidenced in improved outcomes for learners. And in some measure, not measured, this is no doubt true. Probably, pre and inservice teachers in centers are "better" than pre and inservice teachers who do not have the advantages of the enriched experiences which centers make possible.[2]

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[1]Edelfelt, Roy A., *Inservice Education of Teachers: Priority for the Next Decade,"* Journal of Teacher Education, Fall 1974, 25.3, pp. 250-251.

[2]Ruchkin, J., and Walbesser, H., *The Seven School System and University of Maryland Teacher Education Center Self Study: A Preliminary Report of, and to, the Partners,* University of Maryland, College Park, Maryland, College of Education, Office of Laboratory Experiences, January 1975. These investigators find significant evidence that student teachers assigned to teacher education centers observe more teaching models, engage in a greater variety of teaching tasks and receive more supervision than student teachers in conventional placements.

The time has come to take a closer look at the ways in which center teachers are better teachers. Centers, in standing up to be counted, must account for what they claim to be about. The benefits which they provide can no longer be simply incidental Rather, they must be specifiable as instructional and supervisory competencies which will bring about improved outcomes for children The benefits of center participation must be obtainable less by accident and more by design.

A program aimed at accomplishing this is currently being developed as the shared endeavor of two teacher education centers in Howard County. The program grew out of efforts by the center coordinators to articulate and integrate a number of needs expressed by student teachers, cooperating teachers and administrators within the schools of the two centers. While it is still too early to measure the outcomes of this program, it is possible to state that in each of the seven schools comprising the two centers, deliberate and designed efforts for the improvement of instruction and supervision are being undertaken by teams of teachers. At this point it would appear that the program has fine potential for forging competency links between preservice and inservice training.

THE PROCESS:

Early in the spring of 1974 both formal surveys of informal discussions with center participants revealed broad areas of professional concern.

1. Cooperating teachers wanted to learn how to evaluate student teacher instructional behavior, how to communicate with student teachers about these evaluations, and how to help student teachers bring about change in their instructional behaviors.

2. Principals wanted cooperating teachers to be aware of responsibilities for evaluating and conferencing student teachers, and to be improving the teaching behavior which they model for their student teachers.

3. Student teachers wanted cooperating teachers to understand what kinds of teaching behavior they should be "practicing", to support them in that practice and to give them feedback about it.

4. Coordinators wanted to better implement the center mission, to further the study of teaching at all levels, and to create a climate in which teachers, student teachers and administrators would be willing and eager to analyze their own teaching and supervisory behavior.

Working from these general concerns, nine program objectives were derived:

1. to provide cooperating teachers and administrators with an array of strategies for assessing teaching behavior and talking about that assessment.

2. to create conditions under which cooperating teachers, student teachers and administrators would be necessary to focus together on the analysis and modification of teaching and supervisory behavior.

3. to provide teachers, student teachers and administrators with a vocabulary of common terms related to teaching and supervisory behavior.

4. to enable teachers, student teachers and administrators to identify instructional and supervisory competencies as a consequence of putting theory into practice.

5. to enable cooperating teachers, student teachers and administrators to create instructional protocols demonstrating the practice of theory.

6. to promote the practice by cooperating teachers, student teachers and administrators of research as the initial step in assessing the need for change and bringing about change.

7. to create conditions under which broad sharing of ideas and perceptions among elementary and secondary personnel can take place.

8. to move toward "wholeness"--by creating a climate in which cooperating teachers, student teachers and administrators can begin to develop a conceptual framework for personal and professional orientations toward teaching and supervision.

9. to create a structure which will provide for the meeting of these objectives in ways which are flexible and viable for more than one year.

Two areas of opportunity for the implementation of these objectives were now identified: (1) regular seminars for center student teachers conducted during the first half (six-eight weeks) of the field experience and consisting of five sessions of three hours each. (2) a fourteen week, three credit inservice course running concurrently with the total field experience.

THE MODEL:

It was decided that implementation of the nine objectives might best be served by engaging cooperating teachers, student teachers and administrators in common kinds of activity. Again using surveys, three components of teaching and supervision were identified as foci for both student teaching seminars and the inservice course (later titled Developing Competencies in Teacher Education). These three foci were: (1) The Analysis of Classroom Interaction, (2) Conferencing, and (3) Developing a Professional Self Concept.

Student teachers, cooperating teachers and administrators would be expected to work with each of these components in the following four steps:

1. Several major theoretical and formal positions on the component would be presented. These presentations would be made by consultants drawn from teacher educators throughout the state.

2. Participants would choose one of the scales or strategies associated with a formal position and in simultation with peers "practice" this strategy.

3. Participants would return to the field environment and again practice the strategy using a simple research format.

   a. Collect baseline data about own or student teacher's behavior with the component.

   b. Analyze data using selected scale or strategy.

   c. Set goals for change in behavior; observe and collect data again.

   d. Analyze new data for evidence of change.

A brief written record of this field practice would be submitted as a "task" in the inservice course and an "exercise" in student teaching seminars.

4. Based on exprience in steps 1-3, participants would state a competency which effective teachers or supervisors might be expected to achieve.

Student teachers would have the opportunity to work through these steps twice for each component. First, they would complete the steps for each component. As a seminar exercise during the first portion of student teaching. Then, they would work through the steps in a team relationship with cooperating teachers using the same process to complete a "task" in the inservice course running concurrently with the second portion of the student teaching semester.

The examination, then of the three program components, classroom interaction, conferencing and professional self concept; using the four analytical steps would constitute the first stage in the overall model. The second stage would consist of a special summer workshop in which volunteers from student teaching seminars and the inservice course would organize the competencies produced during the first stage into an initial statement of behaviors and skills which are desirable for center personnel both in teaching and supervisory roles under preservice and inservice conditions. Ideally the workshop would be funded jointly by university and school affiliates of the centers and would invite participation of center school personnel who had not had student teachers during the preceeding semester or had not taken the inservice course.

The third stage of the model would be carried out in the next consecutive school year. Again both inservice course work and student teacher seminars would be structured around the systematic study of three components. In this stage, however, two of the components would be retained from stage one, while the third would be new. Identification of the new third component would again be the result of both formal and informal survey. Retaining two components would permit new cooperating teachers to work on basic competencies, on the one hand, but would provide for deeper exploration of alternative aspects of an already practiced component by continuing cooperating teachers. The introduction of a new component would make possible the study of additional aspects of teaching and supervision which are as vital as the initial three selected. Also this new component area might be used to meet a particular instructional or supervisory need of a single department, school, or group of schools within the total two-center membership.

Theoretically, the model could continue to structure inservice and preservice activities for a number of years. An outline of such an approach might include:

First Year -- Planning

Spring Semester -- identify three core components, resource consultant, and design course

Second Year

Stage I Fall Semester -- cooperating teachers and administrators study practice three components in three credit course and student teacher in seminars.

Spring Semester - student teachers repeat study and practice of three components as structured for fall semester, cooperating teachers and administrators free to work on content inservice and local program development and identify new core component for Stage III.

Stage II Summer workshop - representatives from inservice course, student teachers, and center schools faculties not involved with student teachers prepare guidelines for teaching and supervisory performance based on material and experiences generated in Stage I) in three credit course and student teacher seminars.

Stage III Fall Semester - Cooperating teacher, student teacher and administrators study and practice three components (one new from spring semester of Stage I) in three credit course and student teacher seminars.

Spring Semester - Student teachers repeat study and practice of three components as structured for fall semester, cooperating teacher and administrator free to work on content inservice and local program development and identify new component for Stage V.

Stage IV Summer Workshop - repeat focusing process for materials and experiences generated in fall of Stage III.

POSSIBLE OUTCOMES

Among possible outcomes of a program such as this, three stand out as especially valuable. First, there will be greater opportunity for all participants in the center to "speak the same language" about competent teaching and supervisory behavior. As a consequence professional expectations which center members will have for one another are likely to be clearer and to be stated, discussed and demonstrated in third-party terms of a shared theoretical framework. Student teacher-cooperating teacher and teacher-administrator relationships will be less likely to center in personalities and more likely to focus on professional behavior. Second, the practice of supervision will be engaged in by more individuals within the center, will be engaged in more frequently and effectively. This will occur as participants become more aware of how they should be supervised as well as how they should supervise. third, and perhaps most important, the program will

create a climate in which the deliberate and designed improvement of instruction is an expectation for student teachers, cooperating teachers and administrators. Potentially, those engaged in such a program can become increasingly professional as they set standards for both their own behavior and for the training of those who join them in the art and science of teaching.

Dr. Pritchard is the Coordinator of the Middle and Secondary Teacher Education Center in Howard County Public Schools in conjunction with the University of Maryland, College Park.

THE CENTER AND ITS MAKE-UP

KEEPING A CENTER ON TARGET USING MBO

OR

MBO KEEPS A CENTER ON TARGET

BY

DELORES S. HARVEY

I was given an interesting note pad with the heading--"Dumb Things I Have To Do." Needless to say that the frequent use of this stationery drew assorted comments and laughter.

As the pages filled with various tasks, many spilling over from one day to the next, I was impelled to take a close look at the contents. The items varied in quality and substance. Some related to planned foci. Many did not. A few were justifiably "dumb" things I had to do. This small pad strongly communicated the need for establishing a program plan of action for myself and for the center.

Consequently as the next school year was anticipated, questions such as "What will the Center focus be?" "Why?" and "How" and so on; demanded a framework within which to be answered, housed- and effectively communicated. It was at that point when the Management by Objectives model was considered.

Because teachers in the Baltimore City Public Schools use the TBO *(Teaching by Objectives)* model MBO seemed to be a logical extension. Management by Objectives *(MBO)* is just a systematic approach to the management of time, resources, program, and activities that can be used in business, education, industry or government.

The system attempts to assist those using it to achieve predetermined goals and objectives. In MBO language the goal or goals are broadly stated with more specifically worded program objectives listed to route the participants toward its accomplishment. Each program objective has supporting activities stated in observable terms. Dates are given to facilitate the monitoring and evaluation efforts.

A typical program plan would have three sections:

Section A -- lists all program objectives

Section B -- lists the supporting activities for each objective

Section C -- lists the evaluation monitoring procedures

Following is an example of a portion of a program plan used in the Baltimore Urban Teacher Education Center. This plan reflects collaborative efforts so vital in the public school/university relationship. And, if nothing else, this plan reflects the quiet putting aside of "Dumb Things That I Have To Do."

The Baltimore Urban Teacher Education Center
University of Maryland and the Baltimore City Public Schools

Office:

Lakewood Elementary School No. 86

1974-75 Program Plan

Section A

Program Objectives

P1 *By June 1, 1975 a preservice program in the B.U.T.E.C. for student teachers from UMCP will have been completed having these components:*

a. *active, integrative classroom participation and responsibility.*
b. *professional seminars*
c. *personalized dimensions*
d. *participation in regional ATE activities*
e. *opportunity to participate in regional conferences, and workships and cliniques.*
f. *opportunity to participate in city-wide and regional activities*
g. *opportunity to initiate original innovative classroom techniques*

Section B

(See Section A for Program Objective P1)

Supporting Activity Objectives for Program Objective P1:

P1 S1 By August 28, 1974 two days of orientation to student teaching in the B.U.T.E.C. will have been held.

P1 S2 By September 3, student teachers will have been assigned and placed in a classroom.

P1 S3 By September 4, student teachers will have attended an orientation meeting for Region 2

P1 S4 By September 12, a seminar on positive discipline and class room management will have been held

P1 S5 By September 19, a seminar entitled Planning and Scheduling will have been conducted.

P1 S6 By September 24, individual conference for student teachers will have been scheduled to examine the dimensions of the student teaching experience to-date. Student teachers will participate in personalizing his program. Classroom observations will be scheduled at this time.

P1 S7 By September 25, a seminar focusing on levels of questioning will have been held.

(Please note: Only 7 out of 16 supporting activities are given in this paper.)

Section C

Evaluation/Monitoring Plan:

E-P1 By June 1, contact Delores Harvey, Center Coordinator to verify that such a preservice program has taken place

E-P1-S1
By September 3. verify with Delores Harvey, Center Coordinator that two days of orientation have been held.

E-P1-S2/S3
By September 5, contact Mary Nicholsonne, Senior Teacher-School #97 or Gwendolyn Rooks, Regional Specialist-Region 2 to verify that student teachers have been assigned and placed; that student teachers attended an orientation meeting for Region 2.

E-P1-S4
By September 13, verify with Louise Tildon, Principal School #86 that the seminar has been held.

E-P1-S5
By September 20, contact Gwendolyn Rooks, Regional Specialist Region 2 to verify that the seminar has been held.

(Please note: Only 5 out of 16 are given)

Dolores Harvey is Center Coordinator at Harford Heights Elementary School in the Baltimore City Schools in conjunction with the University of Maryland, College Park.

TEACHER EDUCATION CENTERS--BREAKING DOWN THE WALLS

By

Frank P. Haynes III - Student Teacher

Carol Cross & Richard Rom - Teachers

Ray Cook - Principal

Howard L. Millman - Coordinator

A Coordinator's View

This article describes our Teacher Center. During my first year as coordinator, I realized that I was really acting as a director. I assigned field experience students and student teachers, and I also supervised them. I also taught the inservice courses and advised university students. We operate now in a totally new atmosphere.

All of these functions are related. Teachers, administrators, university students and the public school students are directly involved in all of the activities mentioned above. Each experience, student teaching for example, is a part of both the university's and the public school's goals. We still have our problems, but now they are shared. We also have our successes, and these ar shared too. The joint preparation of this article is symbolic of our attempt to erase the lines of distinction between public schools and universities in favor of new institutions called a Teacher Education Center.

A Principal's View

What is it like to be involved in a large university's teacher training program?

What advantages or disadvantages can be attributed to the relationship between student teachers and field experience candidates? (Field experience is an initial once-a-week exposure to the schools during the freshman or sophomore year.)

How do the administrative staff of the school and the coordinator of the teacher education center work together to achieve maximum results?

What advantages are there in the experiences acquired in a Center?

These were just some of the questions faced by the University of Maryland Baltimore County, The Anne Arundel County Board of Education, and the schools when they became involved with the teacher training center.

We, at Corkran, felt that the University could provide our staff opportunities to advance professionally. Ninety-five percent of the faculty became involved through course work, in-service work, workshops, intervisitations, demonstration teaching, and several other activities.

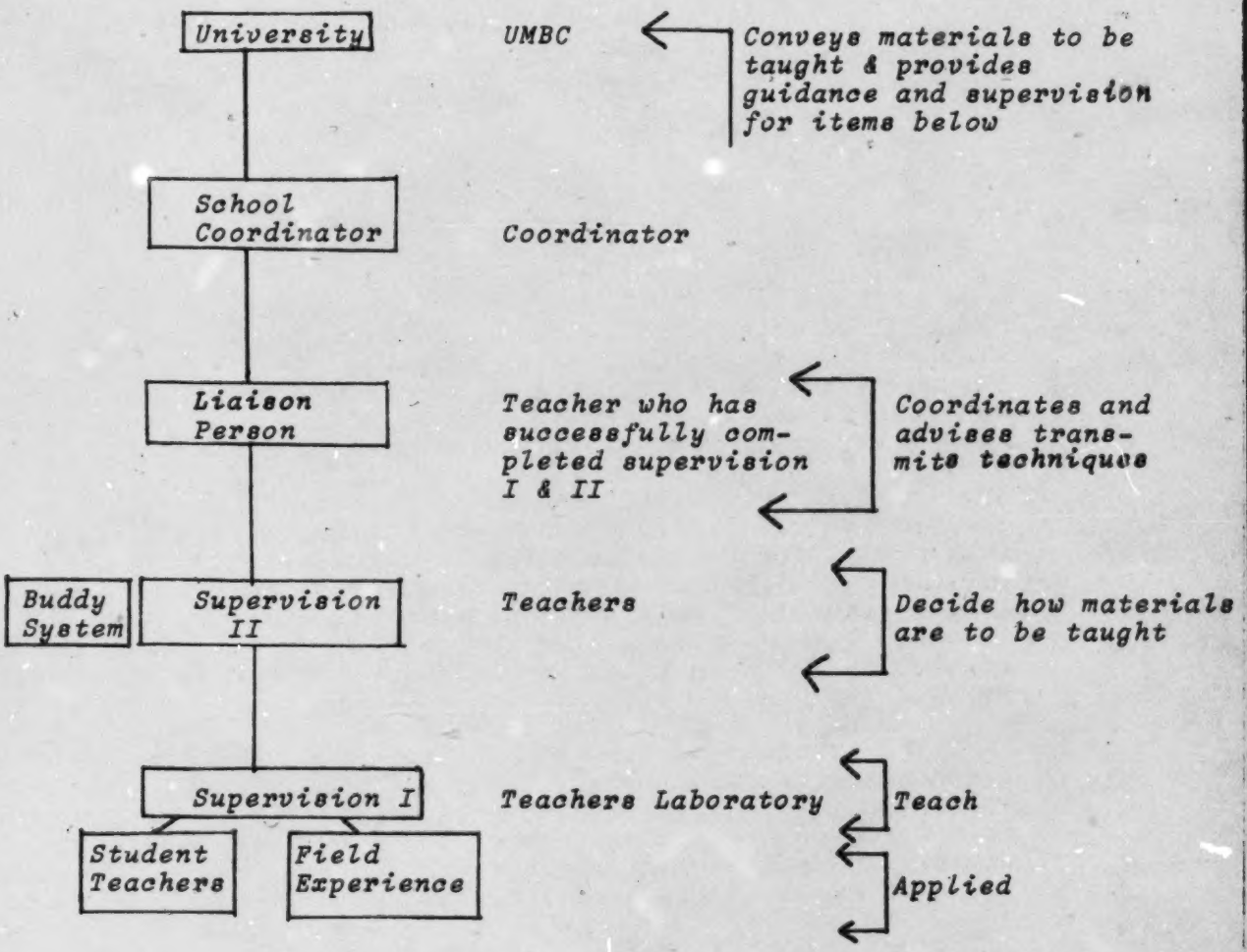
As a result, the school has made several proposals which were incorporated by the University. One of these suggestions included intervisitation between faculty of the university and our school. The University, in turn, has made suggestions for the school, such as working with department chairmen with human relations. The coordinator of the center organized a three-day workshop dealing with Human Relations in January 1973. Approximately 70 teachers voluntarily participated in this workshop which was described in the NASSP Newsletter. Inquiries from as far away as Idaho and California have been received requesting more information about the workshop.

In the very beginning it was decided that the coordinator and other university and school personnel should work together as a team. There has been excellent cooperation from all concerned.

Field experience students are treated differently now than formerly. At first we felt that their experience should be in their field only. Now we feel that it should be varied and concentrated wherever needed. Thus, the field experience students are all involved with the faculty in teaching the pupils. Several field experience students have decided that teaching is not for them and have transferred to other areas in the university without being penalized.

The exchange of ideas among student teachers, field experience students, and university personnel is the school's greatest benefit The greatest advantage of the university student is being involved in actual activities of a public school. After this experience, they will not be shocked when they get their first teaching assignment. They will know that most public schools are cross sections of America with all kinds of students, different background, standards, codes, and behavior patterns.

ONE CENTER'S APPROACH



Everyone: Teachers and Learners

Definitions of terms used in profession:

(a) *Liaison Person* - *A teacher who has taken Supervision I and II and has become proficient in the area of supervision. He is considered the "middle between the Supervision II group and the school coordinator. He has the responsibility of teaching Supervision II and establishing the course outline under the guidance of the teacher center coordinator.*

(b) *Supervision II* - *Teacher who masters specific content in area of supervision. He decides on how the materials are to be used and presents them to teachers taking Supervision I (Co-teach Supervision I) under the guidance of the teacher center coordinator.*

(c) Supervision - A course offering various forms of supervision as prescribed by UMBC for evaluating student teachers and field experience persons. This course is a laboratory for practicing supervisory techniques.

(d) Buddy System - A person assigned to a teacher in his discipline area who acts as an advocate. The purpose is to give the student teacher someone in the school who is not a supervisor in whom they can confide.

Within this structure eveyone affected by teacher education is involved in teacher education; therefore, all benefit from it. Teachers who are not acting as supervising teachers are still able to contribute their skills and experience through involvement has created an atmosphere of self-worth for both teacher and university students because it has eliminated the traditional role of supervising teacher as the authority figure. Both student and teacher are colleagues working for common goals. Instruction is improved because administrators, teachers, and students are constantly exposed to new ideas in techniques of planning and methodology. The development of better human relations at the teacher education center has improved because students know their teachers care. In turn, the traditional fear of supervising teachers' giving up their authority in the classroom has dissolved.

The structure of the course offerings is advantageous because teachers are actively involved in the teaching of the course. Therefore, the student teachers cope with the realities of education while being exposed to the latest techniques of teacher supervision as prescribed by the university. This is beneficial because it makes otherwise irrelevant courses practical.

Student's View

This student teacher found the teacher center to be worthwhile! Assuming responsibilities kept us involved. The student teacher moves through the inservice period asking vital questions related to becoming a successful teacher while being given directions from time to time. This system is invaluable to those who need guidance.

By the integration of campus and field experiences, the joint needs of the school community and the college student appear to be met. We student teachers were given an opportunity to

work with teachers whose abilities were enhanced by their enrollment in supervision courses designed to benefit the whole system.

A Teacher's View

Education is important for survival. It is the key to progress in the future. We find, throughout history, that the civilizations that survived the longest were the ones that were well educated. As teachers, we have a moral obligation to society to improve our educational system. We must constantly be aware of new innovations and upgrade the teaching profession. Since teachers are colleagues who work in the same school system, we fine a need to teach teachers and future teachers the latest methods in teacher education.

Since the university and the public school system are working toward the same goal (Improved Teacher Education), both systems would function more effectively if they worked together rather than against each other. The training of teachers is a complex process that cannot be learned in individual courses only. But, we have designed a course which is more practical for teacher training. By erasing the barriers between the university and schools, we release more resources to aid us in meeting our goals. Both university and the schools benefit. Instead of having one instructor we now have many teachers who are capable of conducting college classes. Thus, we see the lines separating teacher and instructor slowly disappearing.

The authors of this article are staff members of the Corkran Teacher Education Center in Anne Arundel County Public Schools in conjunction with University of Maryland Baltimore County.

ONE TEACHER EDUCATION CENTER, A YEAR-END REPORT

By

Frank T. Lyman, Jr.

INTRODUCTION

All five elementary schools in the Southern Teacher Education Center continue to play a significant part in the collaborative effort between Howard County and the University of Maryland, College Park. The schools all have complementing highlights which allow a variety of options for field students.

In the opinion of the coordinator, the Southern Teacher Education Center had its finest year in 1974-1975. Response from student teachers and faculty indicates the highest level of satisfaction yet recorded. The two satellite schools, Thunder Hill and Running Brook, are fully operative. They have added a dimension of commitment and versatility that enables the center to serve effectively several different field programs from the University of Maryland. The interest among center teachers in improving curriculum, instructional competencies, and supervisory skill has increased noticeably. There is a positive five page section on Teacher Education Centers in the 1975 report on Howard County Schools by the Institute of Field Studies at Columbia Teachers College. This is gratifying to all those who have put so much effort into the collaborative effort.

Within reach is the promise of a university-public school teacher education center--an atmosphere of professionalism the essence of which is the integration of theory and practice, and the result of which is the consistent intentional improvement of the instructional program for children. The purpose of the following report is to highlight the achievements of this past year and to look toward the future.

IN-SERVICE

The first priority for in-service according to tabulated teacher response from the five center schools was the integration of creativity and skills. Teachers want to develop children's

skills and at the same time encourage their self-expression. In response to this expressed need, the University provided a course entitled "The Child and the Curriculum," in which the central thrust was planning for curriculum which allows for self-expression as well as intellectual skill development. Two center coordinators facilitated the course for 18 teachers eight of whom were from the Southern Center. The work of Dr. Arthur Foshay, nationally prominent educator from Columbia University, was the foundation of the course. Dr. Foshay helped design the course and came twice from New York to lead class sessions. Dr. Foshay is reading all the course projects and intends to include the insights of center teachers in the book he is currently writing. Other consultants were Dr. Abrahm Shumsky of Brooklyn College, author of two books on creative teaching; Dr. Richard Davis, a local leader in humanistic education; and Virginia Dare Sollars, a leading educational philosopher and school principal. The Assistant Director for Elementary Education in the Office of Laboratory Experiences at the University was also instrumental in the facilitation and design of the course.

In the spring of 1975, the University of Maryland offered "Special Problems in Education of the Gifted." Twenty-four teachers, eight of these from the Southern Center, did independent study with a professor who is a specialist in curriculum for exceptionally talented children. They developed programs to develop the "gifts" in children.

Fifty-nine teachers from 13 center schools, including 37 from the Southern Center, participated in a course "Competency Based Teacher Education." Center coordinators facilitated the course which was designed to help teachers analyze and modify their own teaching and supervisory techniques, as well as to explore the possibility of identifying a core of teaching competencies which could be a focus for student teachers and teachers alike. The course was well received and resulted in increased skills for teachers and coordinators, as well as in a common frame of reference which should benefit the center operation for years to come. One important outcome is the new interest in the use of video taping for the analysis of instruction and the plans that some teachers have to initiate peer supervision activity in the schools. That is, teachers would work in small groups to focus upon teaching competencies. Also, of importance to the center is the fact that 22 of the 37 teachers who participated were from the relatively new satellite schools. Two county principals were course members.

Consultants assisting in this course were center teachers; a center principal; several coordinators from other school systems; two Maryland State Department Consultants in Teacher Education; a Director of teacher education at Towson State College; the Director of Laboratory Experiences at UMCP, and a Director of Teacher Education from the U.S. Office of Education.

The workshops, conference, and intervisitation component of the in-service program was continued this year, with more teachers attending conferences than ever before. Center funds helped subsidize the participation of 12 teachers at the International Reading Association Convention, the Orton Societ- Conference (special education), the World Congress in Dyslexia, the Southeast Region Conference on Reading, and the National Association of Teacher Educators Convention. An added dimention this year was the participation of teachers as consultants for workshops. Five center teachers are consulting from June 23-26 for the Baltimore City Teacher Education Center in the establishment of a new open-space school. Two teachers also went on campus to lead seminars for student teachers.

For the first time in several years, center teachers attended the National Association of Teacher Educators Conference. Six teachers and the coordinator participated actively in the Conference in New Orleans. The result of this experience was the increased commitment among these teachers to the field of teacher education and a heightened sense of the accomplishments of the Southern Teacher Education Center.

Twenty Howard County teachers, ten from the Southern Center, participated in a workshop on the development of video tape teaching models (protocols) at Bowie State College. From this workshop and competency based courses, several video tape models have been made by center teachers. Some of these tapes will be used to help student teachers next year.

During the state teachers' convention, ten center teachers attended workshops on supervision. One result of the increased teacher education in-service activity this year is a ten-fold increase in membership in ATE from the Southern Center. We now have ten members.

The coordinator acted as a catalyst for instructional improvement by interacting hundreds of times with teachers and principals, usually in relation to the instructional interests of teachers, by facilitating curriculum workshops in two schools, by teaching in several classrooms, by spreading teaching ideas from one teacher or school to another, and, most importantly, by encouraging teachers to learn from each other. This in-service aspect of the center remains underdeveloped, however, due to lack of time, sufficient personnel, and a more systematic approach.

The Individualized Learning Lab at Atholton was utilized initially this year as a source of ordering materials by approximately 20 teachers as well as a source room for student teachers. As the year progressed, materials were taken out for use by teachers. Next year the materials will be moved and reorganized in a room at Running Brook. The hope is that this room will be the beginning of a "teaching center" in the staff development sense--a central clearinghouse of ideas about teaching and learning.

All staff developments, or in-service, objectives for the future are subsumed under one goal: that teachers, principals, field students, and the coordinator convene to reflect upon teaching and learning. In such an atmosphere, curriculum would be constantly enriched, instructional competency improved, and theory and practice regarded as inseparable. The more this kind of atmosphere is developed, the more effective the schools will be in providing learning experiences for prospective teachers in pre-service training.

PRE-SERVICE

The significant difference of this year's student teachers was a higher level of analysis of teaching provided for them by their cooperating teachers. Data to support this assertion are to be found in Appendices A and B. Student teacher opinion of cooperating teacher expertise arose sharply in spring, 1975. There is some evidence to support the claim that the Competency Based Teacher Education Course had a positive effect (Appendix B). The presumed effect of this course will be analyzed through the next two years, at least. In the human relations categories, student teacher response remains remarkably high (Appendix A).

Through the efforts of the Center Steering Committee and the Coordinator, a pilot list of 17 teacher competencies was developed for use with student teachers in the spring semester, 1975. A revised set of competencies will be focused upon in 1976.

A move toward identifying competencies is a beginning and a part of a total effort to develop a common frame of reference for all participants in the center. This year for the first time teachers and student teachers read common materials by Arthur Foshay and John Dewey. The text the students used is now being used by several cooperating teachers. As indicated in Appendix A, there is more emphasis on professional readings. Further, all participants received the same set of expectations for students, coordinator, and cooperating teachers. A common conceptual framework is much more a possibility than it was a year ago.

Increased emphasis was placed on self-analysis by student teachers. They were instructed in a self-analysis observation system by critiquing taped and live demonstration lessons taught by the coordinator. A follow-up plan is to teach student teachers a modified form of the Flanders system, the "wait-time" method, and Enokson Matrix for levels of questioning. These systems are being utilized by several cooperating teachers. The hope is that the use of observation and analysis systems will become a natural part of the in-service and pre-service program in the center schools.

A special effort was made this year to make student teachers aware of the perceptions of parents. Parents from four Howard County schools participated in a seminar in which they shared parental viewpoints with the students. Another seminar utilized a panel format for parents to respond to questions from the students.

In open forum, other seminars dealt with important issues, such as sexism, racism, value conflicts, and pressures on children, teachers, and parents. In general, there was increased emphasis on reality of the environment that faces students as they begin their teaching career.

An area for improvement in pre-service is for cooperating teachers, coordinator, and student teachers to make a greater effort to insure that student teachers observe many teaching models and situations in the school. Data from Appendix A indicates the need for greater emphasis. This is especially important since student teachers now have less actual student teaching time than previously. The center must maintain and further develop a multi-model experience for student teachers as well as for cooperating teachers.

The junior year practicum program was in full operation in Thunder Hill and Running Brook Schools this year. This two-day-per week field experience is, in some sense, the cornerstone of the pre-service training for students of teaching. By every account, students from this program are more prepared for student teaching. Student teaching now consists of more learning experiences and fewer "survival" experiences. Howard County principals and teachers are to be commended for the contribution they have made to the profession by collaborating with university methods professors in the junior practicum. Through this program, approximately 30 students spent an entire "professional year" in Howard County schools in 1974-1975.

The center cooperating teachers were host to 59 human development students. This field placement is a half-day per week and focuses on the developmental levels of children. As such, it is an essential prerequisite to the practicum experience. The campus course instructor made frequent visits to the schools.

For the first time physical education student teachers worked in the Center. This new collaborative effort was considered highly effective by the students, the professors at the University, the cooperating teachers, and the coordinator.

The major goal of the pre-service program is to send graduated students into the teaching profession as permanent students of teaching and learning. Beginning teacher competencies are also stressed, but caution should be exercised that "...intermediate" skill may be got at the cost of the power to keep on growing." (John Dewey, 1903) John Dewey's essay, "The Relation of Theory to Practice in Education," is required reading for anyone who is concerned with teacher education- it contains much of the philosophical structure underlying the operation of the teacher education center concept.

RESEARCH AND EVALUATION

Several new questionnaires were developed during the year. Student teachers were asked to indicate which methods course ideas they used in the classroom. The results are an impressive demonstration of the effectiveness of the practicum semester. Student teachers were also asked to respond (anonymously) to how well the coordinator, cooperating teachers, and student teachers had carried out their responsibilities and how competent the student teachers were in the 17 pilot competency areas. The students rated themselves high in the competency areas. Next year, cooperating teachers will be asked to match their evaluations with those of the students in this area.

Teachers responded to a questionnaire regarding communication and governance in the Center. Teachers indicate in their response that they would like more influence regarding in-service and pre-service; that the community should be better informed about the center; that the University of Maryland undergraduate program has improved; that center resources are equitably distributed according to need (overwhelming yes); that the amount of resources and opportunities has increased for center teachers over the years; that the amount of teacher input into the center operation has increased; that they feel free to go to the coordinator with a concern about the center; that the university has more influence than the county concerning what happens in the Center. From the response to this questionnaire, some members of the Center Steering Committee recommended generally that communications be improved the following year.to involve more teachers and to make the center goals clearer to more teachers. All tabulated data are kept for reference by the steering committee member in each school.

THE COORDINATOR

The coordinator's role has expanded well beyond its 1970 status. As the needs of the Center became apparent and as the ideas of the participants were sharpened, the operations of the Center expanded. The coordinator must further organize the operation to allow for maximum use of resources and provide maximum benefit to all participants.

This year, the coordinator has traveled twice to Columbia Teachers College; attended several seminars for educators and coordinators sponsored by the Office of Laboratory Experiences; participated in a coordinators' leadership training conference; met with county coordinators and county administrator in curriculum; participated as facilitator in three teacher education workshops; worked on planning committees for four national and state conferences; instructed and facilitated two courses; attended the National ATE Conference in New Orleans; and spent many hours talking with educators and teachers about the operation of the teacher education center.

These activities as well as productive interaction with teachers, principals, students, professors, and children improve of the coordinator's positive impact on the Center operation. The leadership in the Office of Laboratory Experiences at the University stressed that this year was to be a year for self-improvement for coordinators.

Finally, the coordinator's role is gradually shifting to include more work with teachers. The dramatic improvement of the supervisory skills of cooperating teachers indicates that the coordinator's role may ultimately be more inservice, though contact with student teachers will always be required.

THE STEERING COMMITTEE

In its first full year of operation, the Center Steering Committee met three times. The Committee saw two of its major suggestions carried out: a detailed outline of the basic expectations for Center participants and a list of essential teaching competencies. Yet, there is more to do in both of these areas. Membership on the Committee provides the representative with insights that are an advantage for the center, the coordinator, and the representatives themselves.

Next year each school will have a pair of representatives to promote further involvement by teachers and to increase communication.

FUTURE

The future objectives listed in last year's report remain relevant. Next year will see the following:

1. An increase in communication concerning the opportunities and responsibilities of center participants.

2. An increase in involvement by teachers in the decision making process.

3. An analysis of teaching ideas.

4. A focus on certain teaching competencies.

5. An investigation by the university and county into the possibility of doing research in the center.

6. A reorganization of the Center materials leading to a clearinghouse of ideas.

7. A further integration of the junior practicum with student teaching.

8. Course work and workshops more reflective of the expressed needs of teachers and principals.

9. An emphasis on constructive community-school interaction.

10. A more systematic approach to pre-service and inservice operation.

As a result of greater emphasis on staff development in Howard County, teacher education centers have had more opportunity to bring the resources of public school and university together for the improvement of teaching. The beneficiaries will be the children of Howard County and the State of Maryland.

Appendices A and B follow.

APPENDIX A

Data From Student Teachers (1974-1975)

The spring 1975 sample was taken from 13 regular elementary student teachers on 13 cooperating teachers; the fall 1974 sample was then from 11 regular elementary student teachers on 11 cooperating teachers; the spring 1974 sample was from seven early childhood students and ten regular elementary students (16 weeks) on 30 cooperating teachers. The names of the respondees were kept anonymous. Students were asked to respond on a 0-0 scale, nine being the highest score. The following are selected responses and the averages score per response.

The cooperating teacher:	Fall '74	Spring '74	Spring '75
Was supporting	8.2	8.5	8.7
Was understanding and empathetic	8.1	8.4	8.6
Encouraged me to develop my individual style of teaching	8.1	7.6	8.2
Provided feedback	7.0	6.1	8.3
Made me feel at ease	8.3	8.0	8.4
Gave me suggestions & ideas	7.9	6.7	8.3
Encouraged me to observe in other situations	6.1	5.9	5.7
Allowed me freedom to try new approaches in the classroom	8.0	8.3	8.3
Was a positive model	8.5	8.3	8.1
Had supervisory skills	7.8	7.4	8.1
Had counselling skills	7.6	7.2	8.1
Helped me develop and refine my teaching skills	7.4	6.8	6.9
Helped me increase my involvement in self-evaluation	6.8	6.4	6.0
Encouraged and suggested professional readings	4.9	5.6	7.0
Shared her theories of education	7.2	3.8	8.4
Increased the teaching load appropriately	8.5	6.6	8.5
Was interested in me as a person	8.3	7.4	7.0
Carefully planned time for us to talk	6.3	4.7	7.7
Observed my teaching sufficiently	7.1	6.8	6.9

These above responses indicate more success in the human relations categories than in the analysis of teaching categories. The complete data is available for anyone to examine.

APPENDIX B

ELEMENTARY STUDENT TEACHERS - 1975

Items were chosen that were discrepant one or more points on the scale. (Between teachers taking Edel. 488 and not taking Edel. 488) Edel. 488 is a course in the analysis of teaching and conferencing competencies.

The Cooperating Teacher:	Overall Average	Taking Edel. 488	Not Taking Edel. 488
provided feedback	8.3	8.9	7.7
helped me develop control techniques	7.9	7.4	8.4
was a positive model	8.3	8.9	7.7
has supervisory skills	8.1	8.6	7.5
has counseling skills	8.1	8.6	7.5
helped me develop and refine my teaching skills	8.1	8.6	7.5
helped [illegible] develop my knowledge of child development	7.5	8.0	7.0
the increased load of teaching was well-timed and appropriate	8.4	9.0	7.7
helped me learn to operate AV equipment	5.3	2.5	8.0
encouraged me to use AV equipment	5.8	4.8	6.8
observed my teaching sufficiently	7.7	8.4	7.0
utilized a system of observation	5.7	7.3	4.0
used the competency list	4.5	6.4	2.5

*Frank Lyman's year-end report for 1974-1975 is representative of the Southern Teacher Education Center program, particularly for the years 1973-1976. The structure and happenings exemplify for one year one center operation.

PARTNERSHIP WITH TEACHERS IN A TEACHER EDUCATION CENTER

By

James M. Sacco

In its spring 1974 issue, the Journal of Teacher Education presented numerous articles on various types of preservice and/or inservice teaching centers. The authors of the articles agreed on one part--that definitions of centers abound and it is futile to attempt to construct a universal definition of a teacher education center.[1] The authors also agree that "centering" is gaining momentum as a powerful movement within education, and that the future will see more centers come into existence.[2] A third major point of agreement is that teacher participation in center programs must be supported by incentives.[3]

The purpose of this article is to describe the operation of one teacher education center, to analyze and explain the nature of its success and to assess the prospects for its future growth and development.

The description of the teacher education center will fall under four broad categories, which are not mutually exclusive. These categories are preservice functions, inservice functions, use of university and school resources, and shared decision-making.

Preservice Function

In our preservice program, freshmen, sophomores, and juniors work in the schools for one-half day a week as teachers' aides. They perform both clerical and instructional tasks, including playground duty, tutoring, locating materials for teachers, and teaching in small groups. There is great diversity in their programs, as cooperating teachers are given general guidelines but are left free to assign whatever tasks they need to have done.

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[1] James F. Collins, "The Making of a Teaching Center," Journal of Teacher Education, XXV (March 1974), p. 13.

[2] Allan A. Schmeider and Sam J. Yarger, "Teacher/Teacher Centering in America," Journal of Teacher Education, XXV (March 1974), p. 13.

[3] Ibid. pp. 10-11.

Seniors can be involved in either an eight-week student teaching program or a sixteen-week professional semester which combines the study of teaching methods and student teaching. Initially, students are given some experience in all of the schools in the center, but later they are allowed to choose the school where they would like to do their student teaching.

Juniors in other methods courses and those enrolled in a curriculum, principles, and evaluation course are placed in the center for short-term assignments, such as micro-teaching, observation, diagnostic testing, or teaching a series of lessons.

Thus, it can be said that many aspects of the preservice preparation program sequence are fieldbased. Each student has an average of four school-based assignments in about five different schools during the three years of the program.

INSERVICE FUNCTION

The inservice program in the teacher education center has two basic objectives. The first objective is to prepare cooperating teachers for their roles as supervisors of practicum students. The second is to respond to the expressed needs of the teachers in the areas of curriculum and instructional skills.

Preparation of cooperating teachers for these roles involves three types of activity. The first type of activity is the staff meeting, in which problems are openly discussed, information is exchanged, and future programs are designed. The second type is the more formal course sequence, which involves practicing various styles of supervision and analysis of teaching. The third type consists of three-way conferences among the coordinator, cooperating teacher, and teacher education student. Each of these three activities contributes to the development and definition of supervisory roles and the maintenance of open and frank communication.

The inservice thrust in instructional skill development begins by listening to the teachers. Committee meetings are held in which the teachers are asked the kind of inservice program they need. Surveys of teachers' preferences for inservice programs are done. Teachers are observed in their classrooms. The goals of the university and the county are examined. The courses, one-credit modules and credit and non-credit workshops which result from this process, are thus heavily influenced by the teachers' views.

All courses and instructional modules offered in this inservice program are located in one of the center schools. The course requirements are generally projects involving the teachers trying out different strategies in their classrooms, and then bringing them back to the seminar for discussion. Fortunately, the professors who conduct these experiences are talented individuals who know what a real classroom is like. Anyone connected with staff development in a school system will tell you that this "credibility" with teachers is crucial to the success of the courses.

One determining factor in the success of these courses is that the teachers play a significant role in requesting a particular course, and then they are committed to its success by applying the techniques to their own classrooms. A second determining factor is that the preservice students come to the schools already skilled in these methods. The teachers want to do the most effective job as models for the student teacher; hence, they feel the need to learn the new methods.

What rewards are there for teachers who participate in the center inservice activities? Schmeider and Yarger list college credit, local credit toward a salary increment, released time, and a stipend in that order in their survey of the rewards commonly used in centers.[4] Teachers have in the first three years been rewarded mainly by tuition-free university credits, which can be placed in the current year on released time, as teachers who have visited other schools and centers have influenced the Teachers' Committee to allocate more of the budget for these activities. A third incentive should be added to that list. *Teachers will be rewarded by their own successes and the success of their students as they apply the teaching or planned skills in their classrooms. This intrinsic reward is probably the most powerful.*

AESTHETIC EDUCATION: USE OF SCHOOL AND UNIVERSITY RESOURCES

Our teacher education curriculum and our elementary education curriculum need aesthetic education urgently. We need to bring the children's responses to the aesthetic directly into the center of the curriculum. Arthur W. Foshay of the Teachers College of Columbia University argues that aesthetic responses should be included among six basic categories of human responses which should form the basis of the curriculum.

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[4] Ibid.

...the aesthetic response exists in its own right. While it is related to intellectual, emotional, social, and physical behavior--as all of these are to each other--it is distinct from them... It follows that any school experience, to be fully human, must be examined for its aesthetic significance. If it is, it is likely to be unforgettable.[5]

The following illustrate arrangements to date on aesthetic education:

1. A musical program involving a student, a professor of music education, and "singing" dog; (2) a cultural arts fair on Africa put on by the African-American Studies Department; (3) a biology professor armed with microscope and butterfly net going on a field trip with fifth graders; (4) an Iranian professor showing slides and bringing artifacts from his country; and (5) a dance instructor and student from the University planned and performing with an elementary cultural arts team in a special program.

As the center has developed, the staff has become more resourceful in identifying and presenting special programs involving university personnel. Sometimes the initiative for such programs has come from teachers or from the school principal, and sometimes it has come from the Teacher Education Center Coordinator. Because aesthetic experiences are an important part of education for teachers and students alike, these programs will be continued and expanded in the future.

SHARED DECISION MAKING

Planning for preservice programs, developing inservice programs, and requesting help from university faculty in divisions other than education necessitate cooperative decision-making. Teacher education center committees assume responsibility for making some decisions in these and other areas, and also function as advisory bodies for the coordinator. There are three levels of committees in our model. The Cooperating Teachers Committee reviews plans for preservice programs, develops most of the inservice program, and allocates a budget, based upon a formula of $100 per student teacher, for tuition for courses and released time. The Teacher Education Center Coordinating Committee evaluates the on-going preservice and inservice programs and develops priorities for center development. The Teacher Education Center Policy Council reviews the work of the first two committees and sets overall policy.

In addition to the tasks which these school-university committees accomplish, they also provide an opportunity for communication. The process of listening to each other and rethinking policies and programs and the graduate strengthening of trust between professionals have resulted in some modifications in our on-going programs, but, more significantly, they have nurtured the beginnings of a partnership in teacher education that is slowly becoming translated into action.

WHAT HAS WORKED IN THIS CENTER

The center concept has gained momentum over the last three years, especially in the area of inservice programs. Through lengthy examination and consultation on center committees about inservice activities, teachers have expressed their needs. The successful courses and workshops have diminished the teachers' initial hesitancy about accepting such courses and made teachers more confident in making specific requests.

Too often staff development and inservice activities are offered as formal courses. Satisfying individual needs within this framework can be done, but it is sometimes difficult. Negotiations have resulted in two university faculty members serving *as consultant* to whole faculties and teams of teachers. Their courses will still be worth three university credits, but the format within which they are working is more flexible. This will allow for more individual and team conferences by the instructor and students.

Another aspect that is exciting to observe and hear about is that teachers are teaching other teachers what they have learned. When one member of a team, for example, is taking a course, she will instruct her other teammates in the same skills she is learning. Other teachers taking a similar course report that they met during lunch for an entire week to discuss the work they were doing together in the course. We can see operating here the principle: *A good way to learn is to teach.*

Another critical aspect of our program is the policy of allowing student teachers to choose the school and teachers with whom they want to work. Relationships in student teaching bear a lot of resemblance to those involved in team teaching. If a student chooses the team or teacher with whom he will work, he is likely to be satisfied with that decision and have more of a commitment to making the relationship work.

A fifth success can be attributed to the cooperation of university faculty members. The center staff has requested, and the administration of the Education Division has supported, ever-increasing participation by "on-campus" faculty in the

teacher education centers. From the *point of view of the elementary teachers, this familiarity of university staff with the schools represents a radical departure from tradition.* One example of unscheduled consultant help occurred when a social studies methods professor spent five hours working with two elementary teachers on a social studies unit because the teachers requested his help. Such cooperation is a concrete example of partnership.

WHAT NEEDS TO BE DONE

It would not be accurate to give the impression that an utopia exists in a teacher education center. The areas of management and inter-institutional communication have been identified as areas continuously in need of further development.

The coordinator often feels the tension of wanting to be in four different places at once--the university, School #1, School #2, and School #3. In addition, the coordinator is responsible for at least two varieties of inservice programs concurrently. Coordinators could benefit from management training and working out a plan with both school and university officials for more advanced planning.

Related to these logistical and programmatic concerns are those having to do with setting goals. The aim of the center is to improve the quality of education for children and for teachers by collaborative efforts. The process of defining and articulating school system and university education division inservice objectives and, the further specifying objectives for a center is a slow process. Often, these objectives are more implicit than explicit. It depends on the amount and quality of interaction between university and school system personnel. Plans now exist for increasing the contact between school system and university personnel, making explicit the inservice objectives.

GOAL-SETTING--A CENTER DECISION

The coordinator and center committees must now set more explicit objectives for the center, getting approval from superiors for these objectives, working toward them, and then doing a self-appraisal of center performance. Rather than have the university or school system or state department of education push the center toward predetermined competencies, the center staff has taken the initiative in defining competencies on its own, with help from outside professionals, and holding itself accountable for their achievement. Defining and achieving the goals may take longer that way, but teachers, elementary students, and administrators will be more committed to their accomplishment. And they are more likely to be achieved.

SUMMARY--WHAT DOES THE FUTURE HOLD?

A recent teacher education journal contained many predictions about the future of teacher centers. There was the perennial call for more research.[6] There was the grandiose dream that centers would become "a major vehicle for staff development and instructional improvement."[7] There was the cautiously optimistic assertion that states will fund local developmental efforts in centers.[8] There was the confident prediction that center personnel would need to develop more specialized instructional and curricular competencies.[9] In light of these broad proposals, what does the future hold for our center?

The teacher education center which has been described here is in the process of institutionalizing. Patterns of work and responsibility have emerged from the Center in its first three years of existence. Greater sophistication in determining and evaluating center needs and goals will result in greater growth. The progress which the teachers have made in formulating requests for consultant help has been gratifying. And the student teachers have contributed their ideas, criticism, and idealism to the growth.

One evidence of the fact that the teacher education center movement is not dying was a recent Regional Coordinator's Clinic held in Maryland in which 30 of the state's 47 coordinators participated. The center described in this monograph is slowly developing more momentum each year. The share in the growth of a center and to guide its progress toward the ideals of cooperation and mutual teaching and learning is indeed challenging.

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[6]Schmeider and Yarger, *op. cit.*, p. 12.

[7]Collins, *op. cit.*, p. 16.

[8]Emmit D. Smith, *The State of the States in Teacher Centering*, Journal of Teacher Education, XXV (March 1974), p. 25.

[9]Kenneth R. Howey, *Comprehensive Renewal in the Public Schools: The Context and Potential of Teacher Centers*, Journal of Teacher Education, XXV (March 1974), p. 30.

APPRECIATION

Gratitude is extended to the contributors of this monograph and those involved in Maryland centers whose professional activities provided directly or indirectly the source of information.